



Program Review 2015-2016

Student Services Division Supplemental Instruction

Full Review

Author(s)

A. Relation to Mission and Vision Statements

Section A applies to all programs and services.

GLENDALE COMMUNITY COLLEGE MISSION STATEMENT

Glendale Community College serves a diverse population of students by providing the opportunities and support to achieve their educational and career goals. We are committed to student learning and success through transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction. The college is dedicated to the importance of higher education in the evolving urban environment of Glendale and the Greater Los Angeles area. Faculty and staff engage students in rigorous and innovative learning experiences that enhance and sustain the cultural, intellectual, and economic vitality of the community.

As part of its mission, Glendale Community College is committed to student success by promoting:

- communication, critical thinking, information competency, quantitative reasoning, global awareness, personal responsibility, and application of knowledge [ILOs];
- coherence among disciplines and promotion of openness to the diversity of the human experience;
- student services, learning support, and state of the art technology, including distance education modalities, that enable students to reach their educational goals in an efficient and timely manner.

GLENDALE COMMUNITY COLLEGE VISION STATEMENT

Glendale Community College is the Greater Los Angeles Region's premier learning community where all students achieve their informed educational goals through outstanding instructional and student services, a comprehensive community college curriculum, and educational opportunities found in few community colleges.

Components Addressed by Program:

Question A.1. Check each component of the mission statement and ILOs that your program addresses:

Mission Statement Components

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Transfer preparation | <input type="checkbox"/> Technical training | <input type="checkbox"/> Enhance and sustain cultural vitality of community |
| <input checked="" type="checkbox"/> Certificates | <input type="checkbox"/> Continuing education | <input checked="" type="checkbox"/> Enhance and sustain intellectual vitality of community |
| <input checked="" type="checkbox"/> Associate degrees | <input type="checkbox"/> Basic skills instruction | <input type="checkbox"/> Enhance and sustain economic vitality of community |
| <input checked="" type="checkbox"/> Career development | <input checked="" type="checkbox"/> Rigorous and innovative learning experiences | |

Institutional Learning Outcomes (ILOs)

- Communication
- Mathematical Competency/Quantitative Reasoning
- Information Competency (literacy)
- Critical Thinking
- Global Awareness and Appreciation
- Personal Responsibility

Other Components of Mission

- Coherence among disciplines
- Promotion of openness to diversity
- Student services
- Learning support
- State of the art technology

Vision Statement Components

- Premier learning community
- Students achieve their informed educational goals
- Outstanding instructional and student services

- Comprehensive community college curriculum
- Educational opportunities found in few community colleges

Question A.2. Define the mission of your program and how it relates to the college mission and vision.

Supplemental Instruction (SI) is a program that offers collaborative learning workshops for participating classes. The workshops focus on critical thinking and problem solving exercises centered on the course material. They are scheduled outside of class time and are led by trained student leaders. SI is not a remedial program; it is not targeted at "at-risk" students, but rather "at risk," i.e. difficult, classes. It is currently used by dozens of faculty members in classes across the curriculum.

SI supports the college mission by helping students achieve their educational goals. It supports the mission's goals of commitment to student learning and success by promoting critical thinking, problem-solving, communication, and innovative learning experiences.

B. Trend Analysis

Section B.1. Instructional Trend Data

Section B.1 applies only to instructional programs.

	2012-2013	2013-2014	2014-2015	Change	Trend
FTEF					
FTEF					
WSCH Per FTEF					
FT Percent					
Credit Fill Rate					
Noncredit Fill Rate					
Success Rate: All Classes					
Success Rate: Online Classes					
Success Rate: Hybrid Classes					
Success Rate: Face-to-Face Classes					
Degrees & Certificates					

Section B.2. Trend Data for Non-Instructional Programs

Section B.2 applies only to non-instructional programs and services.

Please provide the following information for the service functions within your area. Use the data to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Service/Function		Service Contacts	Other
Collaborate with INSTRUCTORS in offerings of SI workshops and selection of SI Leaders.	2011-2012:	112 instructors	Majority of instructors offering SI workshops for their classes are FT faculty. Adjunct instructors also participate in the program.
	2012-2013:	105 instructors	
	2013-2014:	106 instructors	
	2014-2015:	96 instructors	
Supervision and training of student SI LEADERS.	2011-2012:	146 SI leaders	SI leaders are hired by the Program Coordinator through instructor recommendations and verification of meeting program criteria.
	2012-2013:	176 SI leaders	
	2013-2014:	172 SI leaders	
	2014-2015:	152 SI leaders	
Scheduling of the 100+ weekly SI WORKSHOPS at various hours to increase availability to students.	2011-2012:	226 workshops	(Each workshop is 15-wk series.) Serving 138 classes for 2011 - 2012 Serving 157 classes for 2012 - 2013 Serving 145 classes for 2013 - 2014 Serving 123 classes for 2014 - 2015
	2012-2013:	275 workshops	
	2013-2014:	263 workshops	
	2014-2015:	235 workshops	
Track and collect data regarding STUDENT SI workshop attendance and compile reports.	2011-2012:	21,434 hours	Total student contact hours per academic year. Semester reports are submitted to Planning and Research, SI faculty and administrators.
	2012-2013:	23,745 hours	
	2013-2014:	22,998 hours	
	2014-2015:	17,961 hours	
Interface with counselors, staff and students to provide information on SI workshop availability.	2011-2012:		Counselors refer students to SI workshops as a learning resource. Provide program information to counselors, instructional divisions, students and staff.
	2012-2013:		
	2013-2014:		
	2014-2015:		

Question B.1. Declining trends of at least 10% are flagged above. For each of the flagged trends, evaluate your program based on the data provided. Refer to Section E below to address problematic trends in your program plan.

Question B.1 applies to all programs and services.

From 2013-2014 to 2014-2015 there is a 10% decrease in the number of instructors participating in SI, a 12% decrease in the

number of SI leaders, an 11% decrease in the number of workshops, and a 22% decrease in the number of total SI attendance hours.

The declining totals from 2013-2014 to 2014-2015 were the result of a July 1, 2014 increase in the hourly wage paid to the SI leaders, which was not reflected in the SI budget.

C. Student Learning and Curriculum

Section C.1. Course Assessments for Programs with Courses

Section C.1 applies only to instructional programs.

The table below shows courses associated with this program that were offered in the past three years. If there are additional courses in your program such as Independent Study courses or new courses that have not yet been taught, contact Ed Karpp (ekarpp@glendale.edu).

For each course listed in the scrolling table, please enter assessment information, update the relationship of the course to GCC's ILOs, and review the course's prerequisites, corequisites, and advisories on recommended preparation (if any). [Note on printed/PDF version: The table below lists a maximum of 35 courses. For programs with more than 35 courses, see the online document.]

Assessed Courses:

Total Courses:

Assessment Rate:

C1. If there are any courses or programs for which your assessment cycle has not been followed, list them and describe how you plan to address the situation.

Please limit your response to 250 words.

Question C.1 applies only to instructional programs.

N/A

Section C.2. Program/Service Assessments

Section C.2 applies to all programs and services.

[Note on printed/PDF version: The table below lists a maximum of 6 programs/PLOs. For programs with more than 6, see the online document.]

Assessed Programs:

Total Programs:

Assessment Rate:

Question C.2. Is there demand for a new degree, certificate, program, or service that would meet the needs of students or the community? If so, please describe new programs or services you will propose adding. Also note that resource requests may be necessary to support new programs.

Please limit your response to 250 words.

N/A

Section C.3. Summary of Assessment Cycle

Section C.3 applies to all programs and services.

Question C.3. Examine the last three years of SLO and PLO assessments for your program. Summarize the changes that have been implemented and the changes that need to be implemented for program improvement. Relate your assessments to the Institutional Learning Outcomes (ILOs).

Please limit your response to 250 words.

PLO's have just been established in the 2015-2016 reporting year.

D. Program Evaluation and Needs

Section D applies to all programs and services.

Distance Education

Question D.1. How have changes in service delivery, particularly distance education, required changes in the skills of staff? How are staff being trained, retrained, and developed? What staff development opportunities have been utilized in the past five years? When were faculty teaching courses through distance education trained last?

There have been no changes in the service delivery.

Technology

Question D.2. How has technology been integrated into the service and administrative functions of the unit? How successful have these efforts been? How has the unit developed hardware, software, and training support? How has the unit addressed security and obsolescence issues?

Excel is now being used to track daily attendance and deliver digital rosters to instructors.

Currency

Question D.3. What activities have been conducted to assure and enhance the currency of the program, including any services, degrees, or certificates included in the program?

Program activities are directly related to the currency of each targeted class.

Staffing

Question D.4. Is staffing adequate for your program? Are any vacant positions unnecessary? Are the skills of your current staff members meeting the needs of your area? Is any additional training needed?

SI leader positions are filled as needed by targeted courses. New SI leaders are trained each semester and training material revised as needed.

Question D.5. Describe the number and assignments of hourly employees and student employees that your program requires? Is there a need for additional short-term employees or student employees, within college and state guidelines and restrictions?

Office staff consists of student workers only, hired as needed by the program coordinator. Two student workers are currently employed. Additional student employees will be needed as the program expands.

Duplication of Services

Question D.6. Is there overlap or duplication of services with other units of the campus? How could this be reduced, if appropriate?

No.

E. Program Plan

Section E applies to all programs and services.

Based on assessments and needs, define your program's plan for the next three years here.

Program Plan Item	1
Program Goal:	Expansion of SI program
Action item:	Expand SI program through additional funding by Student Equity
Anticipated changes/improvements:	Increase number of SI workshops.
How will improvements be measured?	Measure number of available workshops in comparison to previous years.
Timeline for completion:	Ongoing
Link to Mission Statement:	We are committed to student learning and success...
Link to Vision Statement:	...and educational opportunities found in few community colleges.
Link to GCC Comprehensive Plan:	0005 1.3. Persistence and Success. Increase Credit and Noncredit Student Persistence and Success
Link to Annual Goals:	Annual Goal 2. Increase levels of assessment of student learning outcomes at the course, program, and institutional levels to 100%
Link to Institutional Learning Outcomes:	
If this program plan item was included in a previous year's program review, describe current progress on the item:	
<input type="text"/>	

F. Report on 2014-2015 Funded Resource Requests

Section F applies to all programs and services.

Please list all resource requests (including personnel requests) funded by the Budget Committee or any other funding sources in Academic Year 2014-2015. For each request which was funded and received, please describe the impact of its receipt (how the item specifically impacted your division/department). How will you continue to measure the impact of this item?

G. Program Resource Requests (All Programs)

Section G applies to all programs and services.

RR	Increase SI leader budget to support growth of SI program.
RR	Copy machine

Program Review - Summary Narrative

If your program review was a full review this year, please briefly describe the major changes you made. If your program review was a review/update this year, please briefly describe the review process and whether any significant changes were made.

There have been no major changes to the program. Beginning in spring 2016, SI will be working with Student Equity in hopes of expanding the program.